

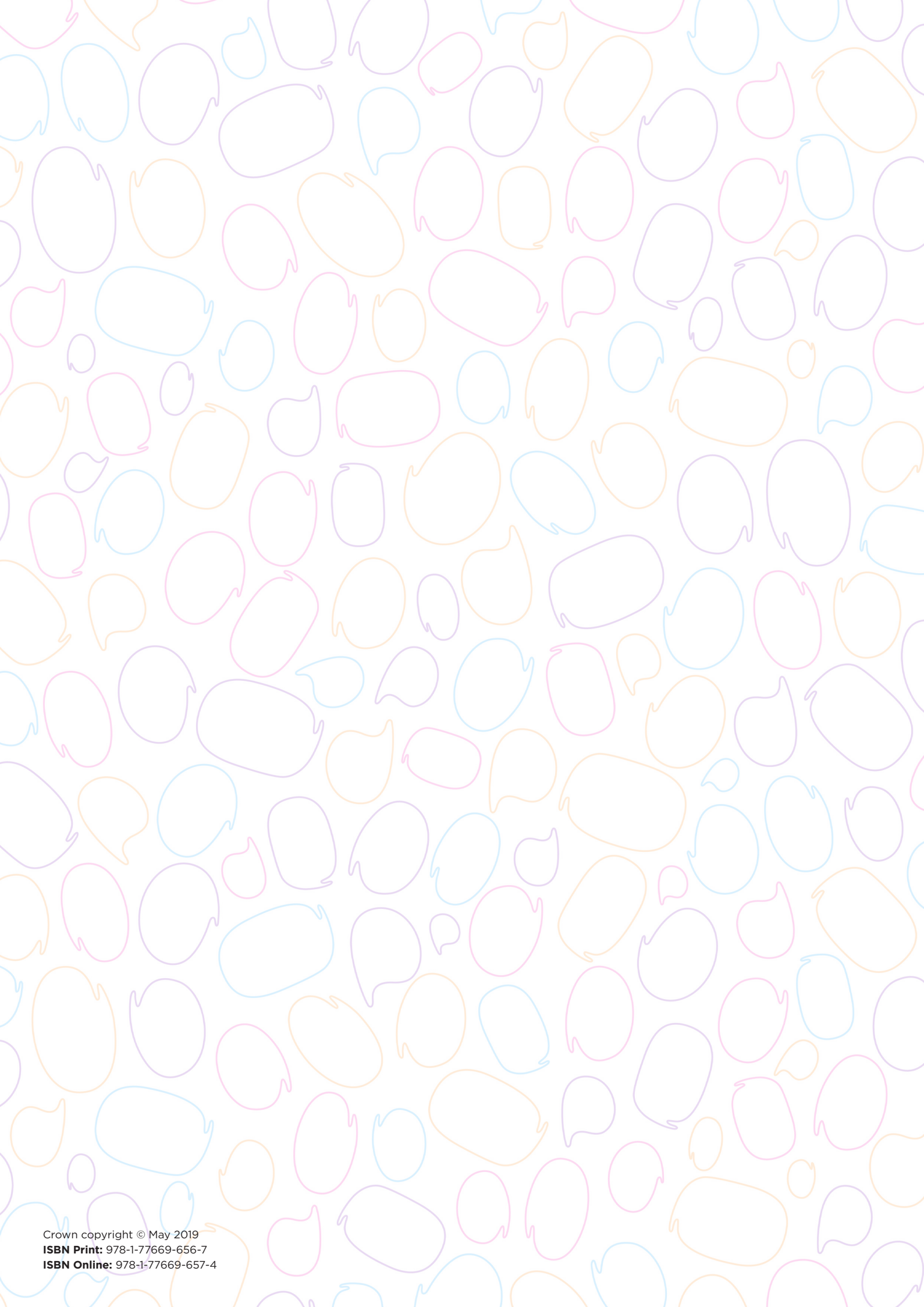


# NCEA Change Package 2019 **Overview**



**Kōrero Mātauranga**  
Me kōrero tātou

**Have your say about  
the future of education.**



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# 1. Introduction

**The purpose of this document is to provide detail on the change package to NCEA following the public engagement.**

## **a. What's happened so far?**

In 2018, the Minister of Education launched a national conversation on the future of NCEA. As part of this, we asked all New Zealanders to share their views and experiences of NCEA – the challenges, the successes, what they like, and what we can do better. We wanted to make sure that everyone's voice would be heard.

Using what we heard, along with data and evidence, the Ministerial Advisory Group, the Professional Advisory Group and the Ministry of Education provided advice to the Minister on recommended changes to NCEA, based on the findings of the 2018 engagement phase.

The Government has now announced the change package which has resulted from this engagement. These changes are outlined in more detail in this document.

## **b. What next?**

The Ministry will now work with key stakeholders on the detailed design of these changes as well as to understand the implementation implications.

For further information about these changes, please visit [conversation.education.govt.nz/ncea-have-your-say](https://conversation.education.govt.nz/ncea-have-your-say) or contact the Ministry at [NCEA.Review@education.govt.nz](mailto:NCEA.Review@education.govt.nz).

## 2. NCEA Change package

### 1 Make NCEA more accessible



#### What did we hear?

We have been told the current design of NCEA creates barriers to access for many New Zealanders working towards the qualification.

Special Assessment Conditions (SAC) provide extra help for approved students when they are being assessed for their NCEA, allowing them a fair opportunity to achieve.

The process of applying for SACs can be difficult and often deters students from applying in the first place. Along with NCEA fees, the design of assessments disadvantage some of our most vulnerable students, making NCEA hard to access.



#### Key changes

- End NCEA fees and fees for NZ Scholarship
- Design achievement standards to be accessible for all, so that students with disabilities and students with learning support needs have equal opportunity to achieve
- Where possible, make some existing SACs available to anyone
- For other forms of SAC, simplify the application and evaluation process where possible.



#### What you need to know

There will be an end to all NCEA fees, including for NZ Scholarship examinations (which currently have very low rates of participation in low decile schools). Removing all domestic fees will ensure students receive their qualification and are able to access their chosen learning or employment pathway. It will also make NCEA less administratively difficult for schools, whānau, and students than under the status quo.

The design of assessments will be improved, so that SACs are required in fewer cases but are available as part of everyday teaching and learning.

We will make some existing SACs more readily available for all where possible (e.g. larger-print papers).

Where SACs cannot be extended to all conditions, we will work with users and experts to ensure the process is as simple and low-cost as possible.

Through the review of achievement standards, we will modify assessment standards, teaching and learning guides, and exemplar programmes and assessment resources, to ensure they exemplify inclusive practice (including for languages, cultures, identities, disabilities, genders, and sexualities).



## 2 Mana Ōrite mo te Mātauranga Māori



### What did we hear?

Māori respondents expressed their concerns around an NCEA system that is not equitable for Māori, and disadvantages too many students from experiencing success as Māori. It is fundamental that there is parity for mātauranga Māori within NCEA, and it has equal value to other bodies of knowledge.

- › inclusive standards and assessment resources that allow for diverse cultural perspectives on what's important e.g. considering community or hapū impact, not just individual user needs
- › Build teacher capability around culturally inclusive NCEA and assessment and aromatawai practice that is respectful to mātauranga Māori.



### Key changes

- Integrate te ao Māori and mātauranga Māori into the outcome statements as part of the new 'graduate profile' for NCEA and in the design of achievement standards
- Ensure equal support for ākonga Māori in all settings and equal status for mātauranga Māori
- Develop more standards to make sure that mātauranga Māori is acknowledged and credentialed equally by NCEA, (e.g. Māori Performing Arts)
- Develop new assessment resources and teaching and learning guides for mātauranga Māori
- Ensuring that, where possible and appropriate, te ao Māori and mātauranga Māori are built into achievement standards for use across English and Māori-medium settings. That might mean:
  - › having Māori-centred contexts for exemplars and assessment resources e.g. local iwi history



### What you need to know

- We want to ensure there is equal status for mātauranga Māori in NCEA, and that greater opportunities for students to follow mātauranga Māori pathways are available.
- We will work closely with Māori – in both Māori medium and English medium education and in the wider community, including iwi, hapū and whānau – to design what this looks like in practice.

## 3 Strengthen literacy and numeracy requirements



### What did we hear?

We heard strongly through engagement that many students are leaving school without the levels of literacy and numeracy necessary to engage with the community, further education and work.

The current literacy and numeracy requirements are not assessed to the same benchmark. As a result, students often come out of NCEA without reliable levels of literacy and numeracy, with some students unable to reach the standards needed for future success. This has affected NCEA's credibility.

We heard it is important teachers are given the support and tools needed to make sure students are making sufficient progress in literacy and numeracy, and to effectively intervene if learners are not making expected progress. It is important these students are identified early-on.

Employers and tertiary education organisations need more confidence that the NCEA literacy and numeracy requirements are reliable and credible.



### What you need to know

We will set a single common benchmark in English and Te Reo, to assess a student's literacy and numeracy skills. The benchmark will provide a clear standard to evaluate performance and level of quality across literacy and numeracy.

The single common benchmark must be met to gain any level of NCEA and can be assessed against whenever students are ready.

We will develop tools for teachers and tertiary educators to make good, valid judgment's about literacy and numeracy.



### Key changes

- We will develop standards for Literacy and Numeracy which make up a coherent package of 20 credits
- The new literacy and numeracy requirement will be a co-requisite to NCEA
- Students will be able to meet the standard whenever they are ready, which may be as early as Year 7
- The credits will not contribute to the new 60 credit requirements for each level of NCEA
- The standards will be externally graded, to avoid increasing teacher workload and to guarantee credibility.







## 4 Have fewer, larger standards



### What did we hear?

We have been told that NCEA is becoming increasingly disconnected and the number of standards in some subjects has grown significantly over time. Many subject areas offer many more credits than would make up a reasonable course – meaning that it can be hard to identify the most important learning, which can significantly increase teacher and student workload.

We have heard that the sheer volume of design, delivery, marking, moderation and reassessment work across numerous internal assessments per year can be overwhelming.

We have heard fewer, larger achievement standards and a clearer understanding for students, teachers and whānau about what students are learning, will better capture the key competencies and skills needed for young people to succeed.



### Key changes

- Rebuild the achievement standards within each subject or field of study so there are fewer of them, but each standard covers a broader range of knowledge
- Re-balance the number of credits available for internally and externally assessed achievement standards (50:50 split)
- Achievements standards assessed externally will include exams and other forms of assessment, including portfolios.
- Integrate different sources of knowledge from the National Curriculum, into achievement standards, unit standards and associated materials
- Strengthen industry-derived standards (as part of the Reform of Vocational Education (RoVE) to support the development of high quality and coherent vocational learning packages within NCEA
- Expand course endorsements to include Achieved as well as Merit and Excellence grades.
- Require a brief course description for all registered courses.



### What you need to know

The sets of standards within each subject or field of study will be rebuilt so that teachers are empowered to design quality programmes of learning, focusing on coherent blocks of the most important learning.

Through the review of achievement standards:

- The size of standards will be made consistent, likely between 4 and 6 credits, rather than the current 2 to 8+ range.
- The maximum size of NCEA subjects and fields of study will be reduced to around 20 credits per subject.



- The number of credits available between internally and externally assessed achievement standards will be rebalanced. We are aiming for an approximate 50:50 split.
- Different sources of knowledge, including mātauranga Māori, vocational learning and Pacific peoples knowledge will be reflected in achievement standards, unit standards and associated materials.
- Teacher capability will be built to incorporate mātauranga Māori and more Pacific knowledge (where appropriate), into teaching under NCEA. Providing guidance on contextualising task design for learning support, disabled peoples and diverse student backgrounds, identities, languages and culture.

There will be opportunities to strengthen the quality and status of Vocational Education Training within NCEA by:

- Involving employers and bodies responsible for setting industry standards in the review of achievement standards, to ensure achievement standards can support vocational learning.
- As part of the RoVE, working in partnership with industry standard-setting bodies, schools and other providers offering NCEA, review how learning towards industry-derived standards could be better aligned to NCEA and the National Curriculum.
- Supporting schools and foundation tertiary education organisations to deliver high quality and coherent pathways for all students by designing curriculum tools to support 'academic' as well as vocational learning.

Course endorsements will be expanded to recognise attainment at Achieved level and to include courses assessed with industry-based standards.

The brief course description will signal what that course focuses on, and how it might fit in to the student's future pathway and overall learning. This will improve the coherence of courses and give employers and tertiary providers a clearer indication of what a student knows and can do.



## 5 Simplify NCEA's structure



### What did we hear?

We have heard that the credit structure of NCEA can be unclear and the carry-over of credits from one level to the next causes confusion to the overall understanding of NCEA.

We have also heard strongly that NCEA creates workload issues for students and teachers. Contributors to the workload include:

- the focus on accumulating credits;
- the number of assessment tasks; and
- pressure to allow multiple resubmissions (allowing a student a short period of time to correct minor errors which have prevented the awarding of a higher grade), sometimes outside the intended scope of the rules.



### Key changes

- Remove credits 'carried over' from the level lower and used for more than one certificate
- Make each Level of NCEA a 60 credit qualification
- Clear guidance provided on the number of credits students should enter each year; 120 credits for Levels 1 and 2, 100 credits for Level 3
- Only allow resubmissions that take a student from a Not Achieved to an Achieved grade.



### What you need to know

The 'carry over' of credits will be removed and the number of credits required for each level of NCEA will be set at 60.

Guidance will be introduced indicating that most students should attempt no more than 120 credits at Level 1 and 2, and 100 credits at Level 3. When each course is rebuilt as a coherent suite of 4 or 5 standards, worth about 20 credits, students taking up to 5 or 6 courses per year would not exceed this credit limit. In the short term, we would develop new Teaching and Learning Guides to support teachers to build courses from existing standards while new standards are developed.

Schools would only offer a resubmission opportunity to students where a minor error prevents them from reaching the 'achieved' grade (not for merit and excellence). This would not affect the provision of further assessment opportunities (a further assessment for the same standard using a new assessment task, after further learning has taken place).







## 6 Show clearer pathways to further education and employment



### What did we hear?

Students do not always get access to clear, quality pathways, or the information to be able to make good decisions about their future. As a result, students can end up taking subjects which do not set them up with a deliberate pathway to their next step, preventing them transitioning successfully to further education and employment and making it difficult for them to achieve their aspirations. There are a range of pathways into further VET, and this can be confusing to navigate.

A key strength of NCEA is its ability to recognise Curriculum-related learning as well as industry-relevant knowledge, skills and capability. However, we heard concerns about the credibility of some unit standards, and vocational learning is often perceived as a less attractive learning option.

There is a need for the purposes of each NCEA level to be made clearer for students and whānau, so they can make more informed decision-making in relation to NCEA. Parents and employers thought the Record of Achievement (RoA) was difficult to understand.



### Key changes

- Create 'graduate profiles' for each level of NCEA, which offer young people a breadth of courses but with opportunities to specialise
- Develop a Vocational Entrance (VE) Award for students to directly enter higher-level VET, and to more easily build high quality and coherent packages of vocational learning in school and foundation tertiary education
- Refine the RoA to be clearer and more summative in what the student has achieved in their NCEAs



### What you need to know

#### 'Graduate profile'

- » A 'graduate profile' will be developed as part of a set of 'outcome statements' for each NCEA qualification.
- » This will include a clear description of what a person awarded the qualification must be able to do and know. The minimum expectation is that any one level of the qualification should prepare the graduate to undertake study at the next level of qualification.
- » The graduate profile will list clear purpose and outcome statements aligned with the characteristics for that particular graduate (and level of qualification). These should clearly communicate the expectations on designing and delivering the curriculum. The tools we propose to develop through the revised assessment standards will support the content of these statements further.
- » Integrate te ao Māori and mātauranga Māori into the outcome statements for NCEA in discussion with Māori educationalists, iwi and hapū.
- » Within each graduate profile, the list of outcome statements will provide associated education, employment, cultural and community pathways, outlining further learning a graduate of the qualification can undertake.
- » *The graduate profiles, purpose and outcome statements are available in section 4.*

#### Vocational Entrance (VE) Award

We plan to explore how to better shape packages of vocational learning for schools and foundation tertiary providers, including how to recognise excellence and achievement in vocational education. As part of the RoVE, we want to develop a Vocational Entrance Award.

A VE Award will be developed to sit alongside NCEA Level 3. It will play a similar role to University Entrance (UE) signaling that a student has undertaken the requisite foundation tertiary learning valued by industry, employers and Tertiary Education Organisations (TEO), and is ready for direct entry



into higher-level VET at Level 4 and above. This will help to reposition vocational education as a valued pathway for students leaving secondary school and foundation tertiary education.

The specific design of the award and related programmes of study will be subject to further development, including consultation with industry standards-setting bodies, as well as school and tertiary sectors. This will also include consideration of any common and industry-specific requirements.

In the interim, we will explore ways to strengthen the Vocational Pathways by applying the same principles as applied to the achievement standards review to supporting unit standards commonly delivered in schools.

### **Record of Achievement (RoA)**

There will be a light-touch redesign of the RoA which will include an expanded summary page to quickly show a student's key achievements. The page will include:

- The NCEAs they have achieved, including course endorsements.
- Course endorsements at Achieve, Merit and Excellence.
- A series of brief course descriptions.

## **Keep NCEA Level 1 as an optional level**



### **What did we hear?**

Last year, we had lots of conversations about whether or not to keep NCEA Level 1.

We heard that, for many students, Level 1 is a vital part of NCEA. It introduces them to the format of NCEA assessment and prepares them for their next step. Many school leaders wanted to keep Level 1 as it keeps their students motivated by giving them a goal to work towards. Māori and Pacific people told us that they also value Level 1 highly.

For around 10% of students, NCEA Level 1 will be their highest level qualification. Removing it as an option has the potential to disadvantage this group of students.

Others have suggested that removing Level 1 will allow teachers to focus more on teaching and less on assessment. By reducing their assessment workload, teachers would be free to develop innovative approaches to Year 11 which would be of more value to students than a Level 1 qualification.



### **What you need to know**

We want to keep NCEA Level 1 as an optional level for those schools and communities that feel it would be of value for them. Others would be free to adopt alternative approaches to Year 11, in a way that best meets the needs of their students.

As part of our rebuild of NCEA standards, Level 1 will be refocused on a broad education across a wide range of Learning Areas | Wāhanga Ako. We will work closely with teachers and subject associations to build these standards.

Through this process, we want to explore ways that students can access opportunities to credential a wider variety of content, such as extracurricular activities, strengths and skills, or work experience, as part of their NCEA.







# 3. How an NCEA programme could look

\*This illustration is intended as a visual aid to show how an NCEA programme could look in the future. All standards and credit values are indicative only.

Through the review of achievement standards, we will rebuild the standards within each subject. Each subject will have around 4-5 available standards (around 20 credits).

## Literacy and Numeracy requirement - 20 credits (all external)

- ▷ Students will need to achieve these standards to be awarded any level of NCEA
- ▷ Co-requisite (does not contribute to the 60 credit requirement)
- ▷ Students are able to be assessed when ready from year 7



## Record of Achievement

### Certificate Endorsement

- NCEA Level 1 achieved with merit
- NCEA Level 2 achieved with merit
- NCEA Level 3 achieved with excellence

### Course Endorsements (with brief course description)

- Physics level 2 endorsed with achievement
- Te Reo Māori level 3 endorsed with excellence
- Physics level 3 endorsed with merit
- Maths level 3 endorsed with excellence

### Vocational Entrance Award

To signal that a student has undertaken foundation tertiary learning valued by industry, employers and TEOs, and is ready for direct entry into higher-level VET.

And / Or

### University Entrance Award

Students gain sufficient credits from the list of UE approved NCEA subjects to meet the requirements for entrance to University.

## 4. Purpose and outcome statements

As part of registering a reviewed NCEA on the New Zealand Qualifications Framework, we will develop new purpose and outcome statements for each level of NCEA. These will indicate what students working towards an NCEA can expect to learn - what the characteristics, knowledge, skills and capabilities of an NCEA graduate are - and what next steps an NCEA might lead to.

The draft purpose and outcome statements are designed to reflect the change package above. Where appropriate, te ao Māori and mātauranga Māori will be included in the statements and designed in discussion with Māori educationalists, iwi and hapū.

### a. Strategic Purpose statement/ Te rautaki o te tohu

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Purpose statement</b>	<p>NCEA Level 1 is an open-field qualification, which qualifies learners with basic knowledge and skills aligned to Level 6 of the National Curriculum and literacy and numeracy capabilities for life, employment and further study.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 2 of the New Zealand Qualification Framework where the focus shifts towards transitions or further specialisation.</p> <p>Graduates of this qualification have engaged in a broad and holistic education. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a learning pathway.</p>	<p>NCEA Level 2 is an open-field qualification, which qualifies learners with knowledge, skills, and capabilities aligned to level 7 of the National Curriculum.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 3 of the New Zealand Qualification Framework and employment pathways.</p> <p>Graduates of this qualification have engaged in a broad and holistic education with opportunities to specialise. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a learning pathway or a range of employment pathways.</p>	<p>NCEA Level 3 is an open-field qualification, which qualifies learners with knowledge, skills, and capabilities aligned to level 8 of the National Curriculum.</p> <p>This qualification recognises a broad range of education outcomes that prepare learners for further education at Level 4 and beyond of the New Zealand Qualifications Framework.</p> <p>Graduates of this qualification have engaged in a broad and holistic education with opportunities to specialise. Through experiencing achievement success in meaningful contexts, graduates are enabled to continue on a tertiary learning pathway or a wide range of employment pathways.</p>



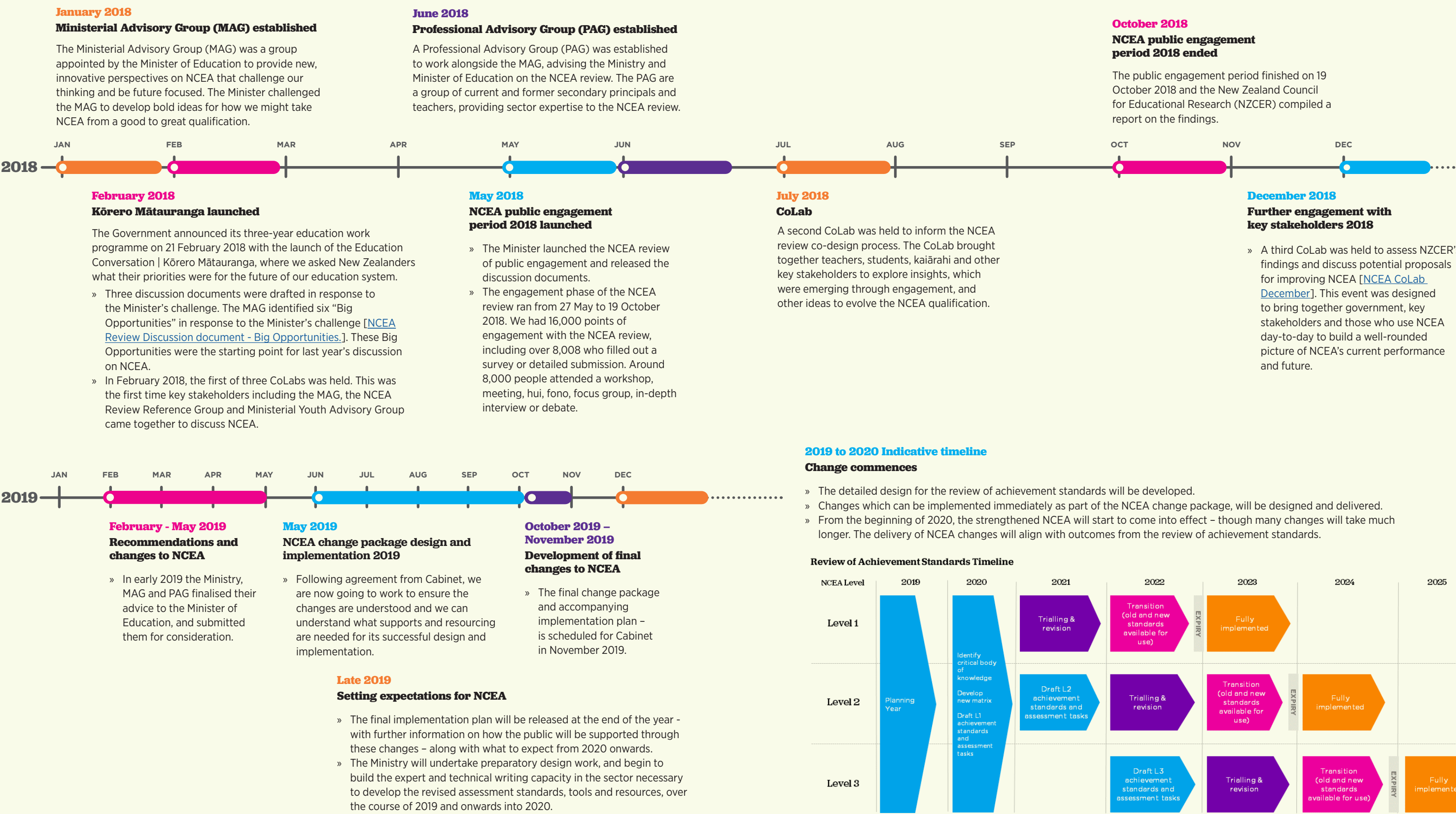
## b. A qualification outcome statement Graduate Profile/Ngā hua o te tohu

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Graduate profile knowledge</b>	<p>Graduates of this qualification will be able to:</p> <p>Demonstrate foundation knowledge in a range of curriculum areas.</p>	<p>Graduate of this qualification will be able to:</p> <p>Demonstrate knowledge and emerging conceptual understanding of several curriculum areas.</p> <p>Demonstrate emergent awareness of how disciplinary knowledge is created and validated.</p>	<p>Graduate of this qualification will be able to:</p> <p>Demonstrate a knowledge of core concepts in several discipline areas.</p> <p>Make links within and across individual components of learning in meaningful contexts (coherence).</p> <p>Demonstrate awareness of how disciplinary knowledge is created and validated.</p>
<b>Graduate profile competencies / capabilities</b>	<p>Demonstrate functional literacy and numeracy and a basic understanding of language, symbols and texts used to make meaning in a range of subject areas.</p> <p>Demonstrate evidence based reasoning (critical inquiry).</p> <p>Demonstrate some responsibility for own learning (managing self and relating to others), without compromising identity, language and culture.</p>	<p>Demonstrate an understanding of how various language, symbols and texts shape and convey meaning in a range of subject areas.</p> <p>Conduct basic critical inquiry into meaningful problems or issues.</p> <p>Demonstrate responsibility and persistence in own learning and supports the learning of others, without compromising identity, language and culture.</p> <p>Demonstrate readiness to transition to a range of further education or employment pathways.</p>	<p>Demonstrate critical literacies that enable access to further learning.</p> <p>Conduct more complex critical inquiry into meaningful problems or issues.</p> <p>Demonstrate agency and responsibility for own learning, when working individually and as part of a group, without compromising identity, language and culture.</p> <p>Demonstrate readiness to transition to a wide range of further education or employment pathways.</p>

## c. Education Pathway (Ngā huarahi mātauranga) / Employment, Cultural, Community Pathway (Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki)

	NCEA Level 1	NCEA Level 2	NCEA Level 3
<b>Education pathways</b>	<p>This qualification can lead to further study towards NCEA Level 2. It can also lead to industry training and further study towards Level 2 and 3 qualifications on the New Zealand Qualifications Framework.</p>	<p>This qualification leads to further study towards NCEA Level 3. It can also lead to other industry training and study at Level 4 to 6 qualifications on the New Zealand Qualifications Framework.</p>	<p>This qualification can lead to industry training and further study towards Level 4 and above qualifications on the New Zealand Qualifications Framework.</p> <p>It also acts as a requisite for the award of University Entrance.</p>
<b>Employment, Cultural, Community Pathway</b>	<p>This qualification recognises the basic skills and knowledge required to participate in a limited range of employment pathways.</p>	<p>This qualification recognises the skills and knowledge required to participate in a limited range of employment pathways, including opportunities often associated with employment-based learning (for example, apprenticeships).</p>	<p>This qualification recognises the skills and knowledge required to participate in a wide range of employment pathway options.</p>

5. Timeline



## 6. Conclusion

### a. Where to find other important information

[NZCER NCEA Review Report](#) - The NCEA Review report is a comprehensive summary of all findings from the public engagement 2018.

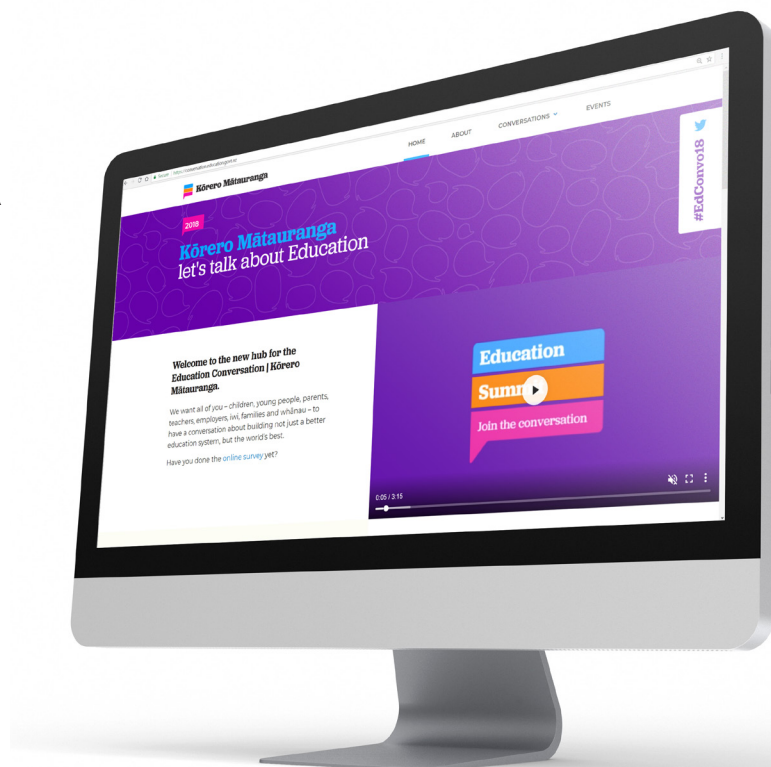
[NCEA Resources](#) - A list of additional material relating to NCEA that you can view, download and print as required.

[Review of Achievement Standards](#) - A full review of achievement standards is due following the NCEA Review. It will provide an opportunity to rebuild the achievement standards as a coherent suite. All Achievement Standards, assessment resources and teaching and learning guides will be systematically reviewed and updated to incorporate the outcomes of the NCEA Review.

[Reform of Vocational Education \(RoVE\)](#) - As part of the wider Education Conversation | Kōrero Mātauranga, the Government is reforming the vocational education and training system. The outcomes of the RoVE will have implications for NCEA, and will provide the opportunity to strengthen industry-derived learning that contributes towards NCEA. Two changes outlined in this NCEA Change package have direct links with the RoVE. These are outlined in further detail under Change 3 (strengthening industry-derived learning in NCEA) and Change 6 (developing a Vocational Entrance Award).

### b. Design and implementation

This change package overview sets out a suite of ambitious changes to NCEA, which we believe will make the qualification stronger for young New Zealanders, and more manageable and fulfilling for teachers and school leaders who deliver it. We are confident that this change package will better NCEA – as we move into working with key stakeholders on its detailed design and implementation implications.





## 7. Glossary

**Achievement Standards** are New Zealand curriculum based. - [How NCEA standards work](#)

**Assessment Standards** are the collection of unit standards and achievement standards. - [How NCEA standards work](#)

**Cabinet** is the central decision-making body of executive Government. Chaired by the Prime Minister, the Cabinet is a collective forum for Ministers to decide significant government issues. [Definition of Cabinet - New Zealand Parliament](#)

**‘Carry over’ credits** are credits gained at one level which can be used for (count towards, ‘carried over’) more than one certificate. [NZQA - NCEA levels and certificates](#)

**CoLab events** share ideas, experiences and innovative solutions as part of a collaborative workshop involving key stakeholders. [NCEA Review CoLab](#)

**Course endorsement** provides recognition for a student who has performed at a recognised level e.g. Merit or Excellence. A course endorsement is not a qualification. [NZQA - Course endorsement](#)

**Externally assessed achievement standards** are mostly assessed by examination at the end of the year. For some subjects, e.g. Technology or Visual Arts, students submit a portfolio of their work at the end of the year. [NZQA External assessment](#)

**Foundational learning** is a broad concept involving skills such as literacy (in English and te reo Māori), numeracy, technological literacy, communications skills, team work, ‘learning to learn’ and self-confident skills.

**Foundation tertiary education** assists individuals to gain core skills, and should embed the development of literacy, language and numeracy skills within a vocational or topical context that is relevant to the learner.

**Graduate profile** aims to provide young people and adults who have left school with low or no qualifications with core knowledge, skills and capabilities which support them to participate fully in their communities, enter (or re-enter) the labour-

market, and to progress to higher-level study and training. Formal foundation tertiary education consists of delivery at Level 1-2 on the New Zealand Qualification Framework.

**Industry-derived unit standards** are unit standards developed by industry training organisations and by two NZQA units – National Qualifications Services and Māori Qualifications Services. [NZQA Industry unit standards](#)

**Internally assessed standards** are used to assess skills and knowledge that are best assessed by methods other than a written examination e.g. speeches, research projects and practical performances. [NZQA Internal assessment](#)

**Kaiārahi** are a local team made up of Ministry Strategic Advisors Māori, Tūmuaki principals, Ngā kura-ā-Iwi and Te Rūnanga nui o ngā Kura Kaupapa Māori regional representatives.

**Mātauranga Māori** are knowledge, norms, principles, and experiences that diverse Māori communities value and practice as part of their world view.

**Māori medium** is teaching that includes significant use of te reo Māori. Students are taught curriculum subjects in both te reo Māori and English or in te reo Māori only.

**Ministerial Advisory Group (MAG)** is a small advisory group appointed by the Minister to provide new, innovative perspectives on NCEA.

**Ministerial Youth Advisory Group** are a group of young New Zealanders appointed by the Minister to share their experiences of the education system and ideas about any improvements we can make. [NCEA advisory groups](#)

**The Ministry of Education** is the Government’s lead advisor on the New Zealand education system.

**The National Curriculum** is two documents that provide a framework for state and state-integrated schools and kura in New Zealand, to develop teaching programmes that are relevant to their students. The two documents are – The New Zealand Curriculum and Te Marautanga o Aotearoa. [The National Curriculum](#)

**NCEA Review Reference Group** is made up of representatives from key groups who have the range of skills and experience to advise on the review of NCEA. [NCEA advisory groups](#)

**New Zealand Council for Educational Research (NZCER)** are an independent educational research organisation generating the ideas, questions, tools, products and services to meet educational needs now and for the future. [NZCER](#)

**New Zealand Qualifications Authority (NZQA)** is the New Zealand government Crown entity tasked with providing leadership in assessment and qualifications ensuring they are valued as credible and robust both nationally and internationally. [The NZQA](#)

**New Zealand Qualifications Framework (NZQF)** is the definitive source for accurate information about all quality assured qualifications, covering senior secondary school and tertiary education qualifications, and including all qualifications open to international students. It is administered by NZQA. [The NZQF](#)

**Professional Advisory Group (PAG)** are a group of current and former secondary principals and teachers, providing sector expertise to the NCEA Review. [NCEA advisory groups](#)

**Record of Achievement (RoA)** is an official transcript of all the New Zealand qualifications and standards that a person has achieved. [NZQA RoA](#)

**Review of Achievement Standards (RAS)** is due to start in 2020. The Ministry of Education is responsible for reviewing the NCEA achievement standards that assess outcomes from the National Curriculum. [Education Conversation | Kōrero Mātauranga](#)

**Reform of Vocational Education (RoVE)** aims to create a strong, unified vocational education system that is sustainable and fit for the future of work, delivering what students, employers and communities need to be successful. [Education Conversation | Kōrero Mātauranga](#)

**Special Assessment Conditions (SAC)** provide extra help for approved students when they are being assessed for their NCEA allowing them a fair opportunity to achieve credits. [SAC](#)

**Standard setting bodies** is a collective term that covers industry training organisations and advisory groups. These organisations are recognised by NZQA as nationally representative of experts in a particular field, for the purposes of establishing standards for national qualifications. [NZQA standards setting bodies](#)

**Unit Standards** are competency based. Students can achieve two types of standards for NCEA – unit standards and achievement standards. [NZQA - How NCEA standards work](#)

**University Entrance (UE)** is the minimum requirement to go to a New Zealand university. [NZQA UE](#)

**Vocational Education and Training (VET)** is separated into provider-based and work-based programmes in the New Zealand tertiary education sector. [Definition of VET adopted for the RoVE](#)

**Vocational Entrance (VE)** Award is being proposed to sit alongside University Entrance, to create clearer pathways into higher-level vocational education and training.

**Vocational Pathways** provide new ways to achieve NCEA Level 2. These pathways let you see how learning and achievement is valued in the workplace. They also suggest the types of study options and jobs opportunities available to students. [NZQA Vocational pathways](#)





**Kōrero**

**Mātauranga**

**Me kōrero tātou**

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